DOCUMENT RESUME

ED 349 220 SO 022 361

TITLE Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.
INSTITUTION Maryland State Dept. of Education, Baltimore.
PUB DATE 84
NOTE 54p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS American Indians; Asian Americans; Blacks; Educational Policy; Elementary Secondary Education; *Females; Hispanic Americans; *Instructional Materials; Jews; *Minority Groups; *Racial Bias; *Sex Bias; Sex Stereotypes; *State Standards
IDENTIFIERS *Maryland

ABSTRACT

These guidelines have been developed to help the Maryland Department of Education and Maryland schools divest themselves of racial and sexual biases in the educational materials they produce and use. The information on equitable treatment of the sexes contains general content and language usage guidelines and examples to help avoid sexual stereotypes in visual materials. The information on treatment of races and minorities includes general content guidelines and specific content guidelines for American Indians, Asian Americans, Black Americans, Hispanic Americans, and Jewish Americans. Examples designed to avoid stereotypes of these groups in visual materials also are provided. (DB)

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Guidelines for Creating Positive Sexual and Racial Images in Educational Material

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MARYLAND STATE DEPARTMENT OF EDUCATION

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MARYLAND STATE DEPARTMENT
OF
EDUCATION

GUIDELINES
FOR CREATING POSITIVE SEXUAL AND RACIAL IMAGES IN EDUCATIONAL MATERIALS

ADAPTED FROM GUIDELINES
DEVELOPED BY
MACMILLAN PUBLISHING CO., INC.

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FOREWORD

The Maryland State Department of Education is committed to the principle of equal opportunity.

It is clear that the Department needs a consistent policy for all to follow to divest ourselves of any race or sex biases in our publications. This document sets forth that policy.

I expect all MSDE staff to study and use these guidelines as they prepare publications, memos, films, transparencies, contracts, letters, and all other types of written and visual resources. These guidelines will also apply to work contracted for by the Department.

Bias in Departmental materials is unacceptable. We must make every effort to eliminate it. I am confident that these guidelines are a practical and instructive step in that direction.

Sincerely yours,

DAVID W. HORNBECK
State Superintendent of Schools

PREFACE

Several recent social movements have added impetus to our search and struggle for a more egalitarian society. Many people today share a determination to create a world in which all young people shall be *free to choose* patterns of life, work, study, and recreation consistent with their innermost aspirations, interests, talents, resources, and energies, and to do so unhampered either by overt discrimination or by an equally limiting tyranny of the norm. Such a tyranny seeks to enforce upon individuals previously unchallenged but often irrelevant, inaccurate, and outdated stereotypes about what it means to be: male or female, black or white, young or old, rich or poor.

Most of us entered a world full of symbols, signs, and signals that transmit in numerous ways detailed directions for the roles we are expected to play as members of a specific gender, class, and/or ethnic group. From the books we read, the stories we hear and the "models" we observe, we develop an awareness of expected categorical distinctions within our society. Gradually, by a process of continual reinforcement, we adopt existing cultural norms in such a way that they become capable of exerting subtle psychological pressures on us. The exercise of these norms as internalized criteria against which we then judge the aspirations, feelings, and behavior of ourselves and others tends to perpetuate the existing categorical distinction. As a consequence, many otherwise motivated and capable individuals are constrained from being--or even aspiring to be--all that they are capable of becoming.

Psychological and sociological observation suggests that even today, in the midst of a new and developing social consciousness, young men and women continue to evaluate themselves and behave in ways consistent with dominant stereotypes, including the tradition that values competition, independence, intellectual competence, and leadership as necessary attributes of both mental health and masculinity among males but at the same time considers the same attributes "unfeminine"--or even evidence of mental instability--when exercised by a woman or young girl.

Through history and personal experience we have learned that those who defy the convention or role-appropriate behavior--whether in their intellectual, professional, or personal lives--pay a high price in personal anxiety and social discrimination. Often, therefore, when faced with a conflict between expressing certain inner abilities and interests that happen to be inconsistent with existing stereotyped role expectations, most of us tend, consciously or unconsciously, to decide in favor of the cultural norms we have internalized. What we might call the motive to avoid competitive success is one example that applies to women in our society; and the motive to avoid affective or emotional competence among men is another example.

Social scientists have repeatedly stressed the significance of our early and cumulative experiences in first shaping and later reinforcing our beliefs and expectations about ourselves and those around us. Neither civil rights legislation nor affirmative action programs can or will *by themselves* improve the situations that they confront. At this stage in our society's struggle against discrimination, the word "education" holds the key. Education to counteract stereotyping, education to

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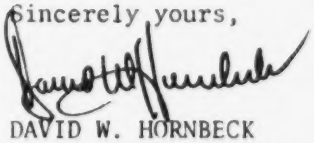

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promote individual aspiration and choice, and education to expand the horizons of all young people whatever their background, will provide the help to make our civil rights laws work sooner and better.

All of which speaks directly to the need for these Guidelines.

Martina S. Horner
President, Radcliffe College

Macmillan Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. (New York: Macmillan Publishing Company, Inc., 1975), pp. v-vi.

GUIDELINES FOR TREATMENT OF THE SEXES

SEXISM: GENERAL CONTENT GUIDELINES

	EXAMPLE	GUIDEPOST
THE INVISIBLE WOMEN	*"Today's farmer is a very different person from the westward-moving frontiersman whose fortunes you have followed across the continent."*	Women and girls must be made visible in our history and throughout modern culture. Our materials should reflect current trends in rethinking our priorities and values -- including the idea that the suppression of any group of people, such as women, threatens the well-being of the entire human species.
THE 51% MINORITY	More than one-half of the population is female; yet a visitor from another planet, after examining most texts and readers, might assume that males outnumber females by at least ten to one.	In selecting authors, illustrators, and the content of artwork, stories, poetry, nonfiction accounts, and examples, remember that half of the human population is female and should be represented appropriately in our materials.
WOMEN ON A PEDESTAL/ MAN THE SURVIVOR	*"The Fair Sex": guardians of morality . . . peace-loving . . . above material concerns . . . compassionate . . . nurturers . . . self-sacrificing . . . modest . . . pure . . . innocent . . . self-effacing. "Little girls don't fight." "Little girls are sweet."*	Do not attribute specific traits or values to a sex. Seek out main characters and figures in history who embody a range of human potential: a rugged woodsman cares for an orphaned animal, a woman wins an important election and displays love for her children, a mild-mannered man acts bravely.

	EXAMPLE	GUIDEPOST
	"The Strong Sex": the conquerers . . . doers . . . builders . . . logical . . . tough . . . enterprising . . . realistic . . . competitive . . . self-confident . . . self-reliant . . . bold . . . wise. "Little boys should fight their own battles." "You can't expect little boys to be nice." "Little boys are adventurous."	
THE "CHEERLEADER" SYNDROME	*Girls watch boys build a treehouse, reward their big brothers with smiles when they solve a mystery; a mother stands at the kitchen door wiping her hands on an apron while father rescues a treed cat; women urge their husbands on to greater achievements and allow males to take credit for their ideas.* These prevalent images reinforce the notion of woman as passive onlookers, giver-of-support, and non-achiever. Such images act as a strait-jacket to females and a painful hairshirt to males who suffer from constant pressure to prove themselves.	Emphasis should be placed frequently on portrayals of girls and women participating actively and positively in exciting, worthwhile pursuits, while males should be permitted often to observe and lend support.
"MOTHER'S PLACE IS IN THE KITCHEN"	*"The men caught the fish; their wives cooked them."* *"Judy helped her mother set the table."*	Show some mothers as having outside employment. When at home, show them participating in a variety of activities--reading the paper, paying bills,

	EXAMPLE	GUIDEPOST
	"When doing the laundry, a housewife should use bio-degradable detergents." Eighty percent of the women who work outside the home do so because they or their families need the money, and because they have skills and training needed in the working world. Therefore, we should not imply that women's employment is: supplemental ("She worked for pin money."), amazing ("She actually has her own business!"), unfortunate ("Her family must have suffered."), or a special privilege ("Her husband allowed her to work."). On the other hand, the value of work *within* the home should not be discounted, ("My wife doesn't work." "I'm only a housewife." "He was stuck with the cooking.").	building shelves. Show some boys and men sharing in domestic chores on a regular basis.
"FRAGILE WOMANHOOD"	*"Mother said, 'I can't get Mike. I will get Daddy. Daddy can go up the tree. He will get Mike down.'"* *"Their guide from here on was an amazing Shoshoni Indian woman, Sacajawea .... Promised her freedom as a reward for getting the party through the Rockies, she did just that, with a young baby strapped to her back."*	Show women and girls as strong, enterprising, competent, and courageous as often as you do males. Allow males to be occasionally self-doubting, in need of reassurance and support.
"THE EMOTIONAL SEX"	*"I'm scared," said Susan, clutching her brother's hand. She began to sob uncontrollably.*	Boys as well as girls, women as well as men, should cry or otherwise respond emotionally when

	EXAMPLE	GUIDEPOST
	"That love stuff is for girls," said Jerry to his friend as they left the movie theater.	appropriate. They may also exhibit self-control and emotional courage in trying circumstances, especially when such restraint enables them to act positively.
CAN WOMEN DO MEN'S WORK?	*"That's a man's job." "Women aren't aggressive enough to be executives." "Women can't make hard decisions, they are too soft."* *All hypothetical examples of working people in materials are male, except typists, teachers, and nurses. The girls play with dolls, the boys build rockets, ride bicycles, form clubs, play sports, solve problems.*	Represent women in all professions and phases of employment, including positions of leadership. Show young girls at play that develops the necessary skills for eventual employment: vigorous physical games, building, inventing, and problem-solving.
"THE PERFECT FAMILY"	*Father . . . Mother . . . Big Brother . . . Little Sister . . . Dog . . . Cat . . . House . . . Car* Contrary to what many books would have us believe, many families do not follow the above pattern, and the impression should not be given that such a family constellation is necessarily the ideal.	Show a realistic variety of family clusters: children of only one sex in some families, older sisters, one child, one parent, extended families, single adults.
TALKING DOWN TO WOMEN	*"Pretty good for a girl." "Little girls always give up." "Despite the fact that she was a woman, she had a logical mind."*	Whenever you need to test a statement to see if it is offensive or patronizing to women, try substituting "he" in

	EXAMPLE	GUIDEPOST
	"I'll ask my girl to schedule the meeting." *"The Suffragettes, wearing bloomers and big hats, swaggered past the White House carrying placards in an attempt to seize the vote."*	place of "she." Unflattering comparisons between the sexes should be avoided, as well as generalizations about the abilities of either sex.
WOMEN AS APPENDAGES OF MEN	*"Man and wife." "A man and his family." "Old maids." "Spinsters."* *"And now I present Mrs. Mary Jones, wife of John Jones, and mother of five children, who will give her report on the local educational system."*	Unless you are discussing experiences specially related to marriage and children, it is usually more appropriate to describe men and women apart from marital status.
"EVERYONE IS AN AUTHORITY ON WOMEN" --EXCEPT WOMEN	*"Men of science say that women . . ."* *"Women can, of course, be educated, but their minds are not adapted to the higher sciences, philosophy, or certain of the arts."* *Hegel*	Make a serious, continuing effort to have women speak for themselves. Represent women in materials reflecting human progress and creativity.
"WOMEN AS A SPECIAL PROBLEM"--TOKENISM	*A social studies book is written from the usual male point of view, but a paragraph describes Women's Liberation in the 1970's.* *The subject of women's rights appears only at the point in history when it became a problem for men.*	Depict women in all walks of life, making them an integral part of our history, current events, and everyday activities.

EXAMPLE	GUIDEPOST
A book describes two elections: one for mayor, with all male candidates; one for a classroom representative to plan a party, with a female victor.	

SEXISM: LANGUAGE USAGE GUIDELINES

LANGUAGE ALSO REFLECTS SEX BIAS

The English language makes it extremely difficult to use phrases that are both grammatically acceptable and non-sexist. Some recommended words and phrases may sound awkward at first. However, these solutions have already gained acceptance.

	TRY TO AVOID	SUGGESTED ALTERNATIVES
"Man": The supposedly generic use of this word implies that all of culture and civilization is the province of the male sex.	man, mankind, men (unless the group is specified as all-male)	human, human beings, person(s), people, individuals, humanity, men and women, women and men, figures, personalities
	The Rise of Man	The Rise of Civilization The Rise of Cultures The Rise of Humanity
	Great Men in History	Great Figures in History People Who Made History
	man's achievements	human achievements
Pronouns: The use of the masculine pronoun for hypothetical examples omits females, whether or not this is intended. The converse is true when feminine pronouns are used to describe activity assumed to be female.	The prairie farmer was concerned about the price of his wheat.	Prairie farmers were concerned about the price of wheat.
	Each citizen must pay his taxes.	All citizens must pay taxes. Every citizen must pay taxes.
	The conscientious housekeeper dusts her furniture at least once a week.	The conscientious housekeeper dusts the furniture at least once a week.
	A good nurse cares about her patients' feelings.	Good nurses care about their patients' feelings.

	TRY TO AVOID	SUGGESTED ALTERNATIVES
	The horse shook his mane.	The colt (stallion, gelding) shook his mane. The horse shook its mane.
Animals should be "it" unless the sex is specified.	The cat washed herself.	The mother cat washed herself. The cat washed itself.
"The Average Man": Hypothetical and illustrative examples should include both sexes unless a group has been specifically defined as comprising only one sex.	The average working man saw his paycheck eaten up by inflation.	The average worker's paycheck was eaten up by inflation.
	A typical miner spent ___% of his life underground.	Only males were hired to work in the mines. A typical miner spent ___% of his life underground.
	The man on the street	The average person
	If a man can drive 360 miles in 6 hours, then ...	If a person can drive ... (or have a balance: "If a woman can drive ..." and on the same page "If a man can buy six oranges for 79¢ then ...")
Strong Men/Feeble Women: Do not glorify male exploits while ignoring those of females, or juxtapose trivial events about women with momentous male achievements.	Daring frontiersmen fought their way ever westward, encouraged by their patient wives.	Daring men and women fought against all obstacles as they pushed our country's frontier ever westward.
	Abigail Adams was influential in the social life of the capital during her husband's presidency.	Abigail Adams was a colorful writer; today her writings are studied with admiration by those seeking an understanding of the early days of the United States of America.

	TRY TO AVOID	SUGGESTED ALTERNATIVES
Women as Baggage: Be careful to avoid language that submerges a woman's identity with that of her husband, father, or son, or that implies that women are passive.	The American colonists brought their wives and children to the New World.	American colonist families came to the New World.
	Women were given the vote after the First World War.	Women won the vote after the First World War.
	George Smith married the daughter of John Jones, a rich banker.	George Smith, son of a factory worker, married Brenda Jones, daughter of a rich banker.
	Man and wife	Husband and wife
	Mrs. John Jones	Susan Jones, Ms. Susan Jones, or Mrs. Susan Jones. The trend today is to use whichever title (Ms., Miss or Mrs.) a woman prefers and to use Ms. or *no* title when the preference is unknown. This custom is still in flux. However, we do feel that textbooks for young people should not identify women by their marital status or their husband's name alone.
	John Jones took his wife to California to look for a new house.	John and Susan Jones went to California to look for a new house.

	TRY TO AVOID	SUGGESTED ALTERNATIVES
Lady Poets and Women Athletes: Sex differentiation is rarely important in the context of a person's work unless you are discussing sex discrimination, or unless a specific situation in the text makes the person's sex relevant.	sculptress	sculptor
	lady or female doctor, scientist, athlete	doctor, scientist, athlete
	suffragette	suffragist
	co-ed	student
	male nurse	nurse
Sex-Neutral Terms: We must strive to revise terms using "man" exclusively. Such revisions are usually easier than you might expect.	the working man	the worker
	businessman	business person, entreprenuer, manager, speculator, investor, group leader, trader, business leader
	one-man band one-man show	"man" okay if it is a man; if a woman, say "one-woman show"; if not specified, say "one-person show, solo performance, or individual exhibit."
	chairman	"man" okay if it is a man; if a woman, say "chairwoman," otherwise if not specified, use "chairperson, leader, group leader, or chair."
	salesman	salesperson, seller, sales representative
	insurance man	insurance agent
	repairman	repairer, technician

TRY TO AVOID	SUGGESTED ALTERNATIVES
lineman	line installer
postman, mailman	mail carrier
fireman	fire fighter
showman	performer
spokesman	representative, spokes-person
manpower	human energy
forefathers	precursors, ancestors, founders
brotherhood	amity, unity, community
middleman	go-between, wholesalers, importer, agent
cameraman	photographer, camera operator, camera technician
manmade	manufactured, simulated, synthetic, hand-built, handmade, machinemade
foreman	supervisor

Sexist Phrases: The following common statements and phrases are sexist and should not appear in our books:

Girls (when referring to females over the age of eighteen...If you're uncomfortable calling someone in her early 20's a "woman," try the term "young woman.")

Sissy

Filly (unless you are talking about a female horse)

Tomboy

You're as smart as a man, as strong as a man

Women can't... (unless you are referring to the male part of the sex act or growing beards)

Girls can't...

He was as weak as a girl

Girls are sugar and spice and everything nice

That was a manly act of courage

He took it like a man

Separate the men from the boys (unless it is an all-male situation)

Man the sailboat

Henpecked husband

Ball-and-chain (referring to a wife)

He acted like a woman

NOTE: The term "lady" (except when referring to the British title) is becoming increasingly distasteful to modern women because it connotes stereotyped "ladylike" behavior. Therefore, we recommend using "woman" and "women" instead of "lady" and "ladies."

Exceptions: Certain words cannot at this time be changed to sex-neutral terms because the words have legal meaning. They include:

testatrix (female); testator (male)
executrix (female); executor (male)

AVOIDING SEX STEREOTYPES IN VISUAL MATERIALS

Because of their powerful impact on children, visual images provide one of our strongest opportunities to present an unbiased view of people in our text materials. *Maintain a 50-50 balance between the sexes*--numerically and in terms of the significance and prominence of the activity illustrated. *Illustration style should bear no relationship to gender.* Artists tend to portray girls in pastel tones and soft lines. Mood contrasts in illustration should reflect the feeling of the story, not sex differences. *Illustrations should include all physical types and occasional evidence of physical handicaps, avoiding stereotyped associations with these images.*

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Mother's Role: Don't always show mothers doing housework, cooking, and shopping. Reflect the fact that many mothers are involved in work outside the home and do "non-role" tasks at home, such as writing, building, and tending the lawn.	Mothers and other females always wearing aprons	Males and/or females in aprons when appropriate to the story
	Mother sewing while Dad reads	Mother working at her desk while Dad reads or clears the dining room table
	Mother bringing sandwiches to Dad as he fixes the roof	Mother fixing the roof, building a cabinet
	Mother running vacuum cleaner, working at stove, doing wash, carrying food	Father doing household chores independently of, or with, Mother
	Mother seeing Father off to work	Mother leaving for work carrying briefcase, portfolio, or tools
	Father always driving car on family outings	Mother driving the car much of the time
	Only the father taking children on fun, adventurous outings	Mother, or both parents, taking children to circus, on camping trips, boating, to sporting events, etc.

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Mother's Role: (continued)	Only the mother giving comfort, sympathy, hugs, kisses, hot milk at bedtime	Father being demonstrative and supportive, tending sick child, bandaging hurt knee, etc.
	Only the mother doing the shopping	Father shopping much of the time
	Mother showing shock, horror, fear, exclaiming	Father and mother showing unguarded facial expressions when appropriate to the story
	Father expressionless or relaxed-looking in trying circumstances	Sometimes showing the mother more composed
Passive Gestures and Expressions: The cheerleader syndrome creeps into illustrations when girls are shown in restrictive roles or outside the action.	Females backing off from the center of action, with males placed more forward (girl recoiling from snake, boy peering down curiously at it)	Both sexes participating, with males sometimes in the background (both sexes close to the snake, with perhaps a girl reaching towards it)
	Boys playing ball, girls watching	Both sexes playing ball; sometimes boys watching a girls' team play
	Females wringing their hands, fluttering, covering their faces, mouths, using warding-off gestures, offbalance poses, and shrinking-back motions, hunched shoulders, lowered head, downcast eyes, looking as if they are saying "Oh!"	Both sexes using strong, positive gestures expressing confidence and readiness to act; arms frequently outstretched, open, ready to explore, receive, and react. When required for story line, either sex and/or both may express doubt, fear, imbalance--but not only the females

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Passive Gestures and Expressions: (continued)	Females using coy, flirtatous gestures: tilted heads, little shrugs, playing with hair, fingering dress	Females, like males should usually be direct in pose and manner. (Either sex appears somewhat coy when feeling guilty or asking a favor.)
	Females usually sitting	Most children are active and rarely sit unless forced to; both sexes should be equally active
Pink Bows and Pinafores: Identifying girls by their clothing is a lazy way of differentiating the sexes and is inaccurate. Dress has long been used to reinforce sex bias. In many instances, sex differentiation is simply not important.	Girls playing in dresses or always wearing them to school	Girls should be shown wearing appropriate play clothing: jeans, shorts, slacks, sport shirts, T-shirts; school clothing neat but not *always* dresses (most schools now allow girls to wear pants)
	Girls wearing "cute" frills, too many ribbons, jewelry	Show healthy, active children--not ornaments--likely to sport dirt splotches and have their ponytails fastened with rubber bands. Girls and boys can both appear dressed up in party situations.
	Females preoccupied with own appearance more than males are; mother at vanity table; girls only playing dress-up, buying clothes	Both sexes can have moderate concern for appearance, preen in front of mirror; fathers now use blow-driers and hair sprays. Teenage boys cultivate beards; both sexes occasionally buy clothes and try on adult clothing for fun.

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Pink Bows and Pinafores: (continued)	Pink for girl babies; blue for boys	Avoid these colors, or use both together in nurseries, on cribs, baby carriages, clothing, etc.
	Mother always in dresses	Show mothers in slacks, work clothes, wearing dresses and pantsuits to work and social events.
Indoors With Her Dolls: Avoid the environments and standard props used to separate the activities of the sexes.	Girls surrounded by dolls, baby carriages, kitchen equipment	Girls and boys amid varied objects: basement workroom, tools, chemistry sets, nature collections, books, fishing rods, musical instruments--and dolls.
	Girls mostly indoors or hovering near doorways, sheltered from the elements, carrying umbrellas when boys are not	Both sexes indoors and out; at play most prefer to be out. Include girls in scenes of exploring a new neighborhood, peeking into boats in a harbor, playing in the rain, in a snowball fight, getting dirty
Women in History: Search for photos and illustrations that show females taking the lead.	Pioneer women always cooking, sweeping, spinning wool, rocking babies	Chopping wood, using a plough, carrying bundles of hay, using firearms, helping build a cabin, handling large animals
	Pioneer woman riding in covered wagon as husband walks	Both walking or both riding, or one walking while the other drives
	Lady of the manor doing needlepoint	Title lady riding horseback on estate checking up on crops, issuing orders, signing papers

	STEREOTYPED IMAGES	SUGGESTED ALTERNATIVES
Modern Women: Again, search for action pictures, depict the wide range of careers held by women and active roles in leisure-time activities.	Women always depicted in sex-typed jobs: nurses, elementary school teachers, clerks, secretaries, tellers, librarians	Depict women as doctors, professors, managers, sitting in private office with a window and carpet; women police officers, sports figures, construction workers. Show some men in the lower-paid jobs, including nursing, office clerks, waiting on tables in coffee shops. Show men as elementary school teachers.
	Women selling cakes at a fair	Women displaying their artwork or prize animals at a fair
	Women as passengers on a sailboat; women sipping hot chocolate in a ski lodge	Women hoisting the sails on a boat, participating in a ski race

GUIDELINES FOR TREATMENT OF RACES AND MINORITIES

A Note About the Concept of "Race"; The concept of racial groups is dying. Anthropologists formerly classified human beings by three races: caucasian, mongoloid, and negroid; but these terms are no longer considered scientific and should be avoided in our materials. The terms "racism," race conflict, and racial identity are in use because they acknowledge the continuing struggle of people to overcome bias that lingers as the result of past emphasis on physical differences among groups of people.

DOUBLE JEOPARDY--MINORITY AND FEMALE TOO

The problem of fair sexual representation within racial or ethnic groups is a sensitive one. Our materials should show sexual balance while maintaining the cultural integrity of the group represented. It may seem easy to satisfy the demands of these guidelines by frequently covering two requirements at one time: minority and female. But that will not do because sex-role stereotypes are not necessarily the same for all American cultures.

GENERAL CONTENT GUIDELINES

	EXAMPLE	GUIDEPOST
"IF THEY'RE NOT WHITE THEY'RE DISADVANTAGED" ASSUMPTION OF INFERIOR BACKGROUND	*"These tests are designed to measure the abilities of the culturally disadvantaged child. They were field-tested with 500 black and Spanish-speaking children . . ."*	Rather than use the phrases "culturally disadvantaged" or "culturally deprived," describe the specific difference in background directly. White establishment values should not stand as universal givens. Do not associate learning patterns and abilities with ethnic groups. If deprivations are mentioned, relate them to social or physical conditions rather than to race or ethnic origin.
"ALL-AMERICAN WAY OF LIFE"--OMISSION OF MINORITY CULTURE	*Football, baseball, Christmas, Thanksgiving, etc.*	Too often only the commercialized version of "typical" American life is portrayed. This applies particularly to Christmas, which is not basically the secular holiday it is sometimes made out to be; and to New Year's, which is celebrated at different times of year by different ethnic groups. Backgrounds, settings, and, occasionally, central themes should portray cultural diversity, different customs and events unique to America's many ethnic groups.

	EXAMPLE	GUIDEPOST
"WE MEANT WELL"-- AVOIDING RESPONSIBILITY	*"It was cold in the North, It was too cold to grow cotton. So people in the North did not own slaves. They did not need them."* *The Cherokee "Trail of Tears" is described in terms of the white settlers' "need" for land and the reservation land provided for the Indians.*	Define *all* the people you are talking about when discussing racial issues, and include the point of view of the minority group, not just the white perspective. If white people did the exploiting, say so; and never assume that "everybody else" is white. Describe what happened without evasions or distortions. Never treat prejudice as a given.
"WHITE MAN'S BURDEN" --PATERNALISM	*"By the passage of the Fifteenth Amendment, blacks were given the vote."* *A story about a Zulu girl who loses money on an errand is solved by a white tourist giving the girl money for singing and dancing.*	Include minority figures who created their own opportunities, solutions, and achievements and helped others. Treat minority heroes in depth, not in passing mention. Use minority persons as central, three-dimensional characters in stories and examples, sometimes with white "sidekicks." A useful device for developing sensitivity to patronizing, offensive attitudes is to imagine that you are a minority person reading the materials, and to substitute the word "white" where you say "black," "American Indian," or whatever group you are talking about.
"EVERYTHING IS NICE" --ROMANTICISM	*Sentimental picture of black "mammy" with white child.* *A picture showing a white woman giving a slave some teacakes.*	Use material that honestly conveys the exploitation of people in institutions such as slavery and the real hardships imposed on people under such systems.

	EXAMPLE	GUIDEPOST
	Story of a black child making a trouble-free adjustment to an all-white school; a migrant family that lives together in perfect, loving harmony, without mentioning the intolerable conditions under which they live.	
"THEY COULD MAKE IT IF THEY TRIED"	*A story about a Mexican girl who gains acceptance in a school by being unfailingly cheerful, friendly, and helpful.* *A black man achieves recognition equal to that of his white peers because he breaks all the sales records in the company.*	Depict minority people as having the full range of human emotions and behavior. Minority persons should be depicted as employing virtues that allow for self-realization, but not for the purposes of placating, appeasing, over-compensating, or apologizing. To suggest that minorities correct their life problems by exercising unfailing virtue is cruel and unrealistic. When you depict minority hostility and anger, indicate the reasons that provoked it.
"ROOT CULTURES"--DESCRIPTIONS AND STORIES ABOUT COUNTRIES OF ORIGIN	*An African folk tale* *A Mexican short story* *The Story of Confucius*	By all means use materials originating in other countries, especially those that show the cultural roots of America's minority persons. However, materials about original countries from which American minorities came do not substitute for an abundance of materials about these persons in relation to this country's development and current life.

	EXAMPLE	GUIDEPOST
"ONE OR TWO CAN'T HURT"--ASSIMILATION AND TOKENISM	*One black face in a sea of white faces . . . One family in a neighborhood is Asian, the rest white.*	In generalized urban scenes, a realistic racial mix would portray about half the people from minority groups. In different urban/sub-urban/rural neighbor-hoods, this range might be greater or lesser. A high percentage of our materials should include some central minority figures. A representa-tive percentage should deal exclusively with minority people--living in the United States in non-stereotyped por-trayals. We need to include materials (e.g., quotations in speeches) by minority persons in all areas, not just in stereotyped concerns.

CONTENT GUIDELINES FOR SPECIFIC GROUPS

A NOTE ABOUT CULTURE GROUPS NOT FEATURED IN THESE GUIDELINES

The specific ethnic groups treated here are those that in our judgment have been the misrepresented. Obviously, all persons in our materials must be treated respectfully, with due regard to proper terminology, their contribution to our culture, and their particular lifestyles and concerns. Under no circumstances should our materials undermine the importance of these groups in our society.

AMERICAN INDIANS

The term "Indian" is a misnomer based on Columbus's confusion about where he had landed, but it has been in use for so long that it is acceptable where we discuss American Indians as a group. (However, "Native Americans" is an alternate term.) We must be accurate in identifying the many nations and tribes.

American Indians are United States citizens, but in their own right and by federal law they also belong to their own tribes.

STEREOTYPES

	DISCUSSION	GUIDEPOST
"THEY ALL LIVE IN TEPEES AND WEAR FEATHERS"	American Indian culture is extremely diversified and cannot be typified by the images perpetuated in Western films. Furthermore, stereotyped images of American Indians are outdated, or presented with no attention to the fact that the culture of the various tribes was not static, but changed dynamically at various points in history. No illustrations or descriptions of early or modern Indian culture should be used unless they have been properly researched.	While we may not be able to describe every single tribe, we can tell and illustrate the history of some tribes with complete accuracy and make it clear that history is unique to a given tribe.
"ALL THEY DID WAS SHOOT BUFFALO AND PLANT CORN"	The contributions and achievements of American Indians are usually covered by the introduction of corn to European settlers followed by a long hiatus, succeeded finally by a picture of Maria Tallchief. Throughout history Indians have contributed to medicine, architecture, religion, philosophy, the arts, sports, and literature.	The contributions of American Indians must be integral to our materials, with credit given where it is due.

	DISCUSSION	GUIDEPOST
TOTEM POLES AND "HAPPY HUNTING GROUNDS"	Mention of Indian religions and philosophies sometimes appears in materials. A description of religious practices and beliefs must refer to the tribe being discussed, and the facts must be accurate.	Include and highlight accurate and thoughtful descriptions of Indian religions, beliefs, and value systems.
"WARLIKE NATIVES AND WOODEN INDIANS"	Commercial interests have capitalized on a glamorized image of Indians in books, movies, advertisements, and even the names of football teams. In the opposite vein, Indians have become the brunt of jokes, used as dupes, and are depicted as generally stupid. These images may persist in our society, but they must not in any way appear in our materials.	Do not use the word "squaw" or "papoose" incorrectly. "How" is not acceptable. Do not in any way perpetuate distortions of Indian culture.
"MISERABLE LIFE ON THE RESERVATIONS"	First of all, not all American Indians live on reservations. There are 10,000 American Indians in New York City alone; and most Indians go to school, hold jobs, shop at supermarkets, and otherwise participate in everyday American culture. On the other hand, American Indians also have their own special life patterns, concerns, and problems.	Issues of concern to modern Indians should be treated honestly. The strengths and pride of American Indians should be shown. Indian characters should be three-dimensional.

ASIAN AMERICANS

The term "Asian American" may be used generically, but usually in our books we will be discussing individuals or groups from a specific country of origin and can be specific in our terminology:

Chinese American
Japanese American
Korean American
etc.

The appearance, culture, and history of people from these countries differ greatly, and these differences should be observed in our materials.

STEREOTYPES

	DISCUSSION	GUIDEPOST
"CHINESE LAUNDRIES AND RESTAURANTS"	While Chinese people do own laundries and restaurants, they also engage in other kinds of work. We should not fall back on stereotypes to depict the life of Chinese Americans. Nor need Chinese students always be depicted as majoring in mathematics, although there are cultural precedents for the fact that many Chinese do enter technological fields. Many do not; like other Americans, they work at a variety of jobs.	Show Asian Americans in all working situations, from store clerks to doctors, teachers, artists, etc.
"GEISHA GIRLS AND BOUND FEET"	Too frequently, stereotypes of Asian women are used to fulfill the sexist ideal of delicate, passive womanhood. When discussing Asian customs concerning women, be sure that the historical perspective is accurate,	Depict Asian women in the same variety of domestic and professional roles as you would other groups of people in modern society.

	DISCUSSION	GUIDEPOST
	not glorified. Today, in America and in Asian countries women work outside the home, and our materials should show this.	
"THE INSCRUTABLE, INDUSTRIOUS ASIAN"	Because of our lack of insight into Asian Americans, other Americans tend to depict them all as repressed, studious, "goody-goody," mysterious, stoical, and withdrawn.	If you are discussing traits, be sure you are accurate; do not lump all Asian cultures together. Show Asian-American people displaying a variety of traits, including prowess in sports; sometimes mischievous or outspoken, sometimes unwise--in a word, human.

BLACK AMERICANS

STEREOTYPES

	DISCUSSION	GUIDEPOST
USING THE WORD "BLACK"	Bias against black persons has been reinforced by the general meaning of blackness or black. We have been trained to transform ordinary words into negative concepts, merely by adding "black" to them: "black market," "black sheep," "black day."	Be sensitive to the use of the word "black" and search for fresh expressions to counter negative meanings and apply many of the word's positive uses: black pearls are the most valuable; oil is referred to as "black gold," black diamonds are essential to industry; black soil is the richest, and so on. Reinforce positive attitudes toward blackness.

	DISCUSSION	GUIDEPOST
		Except in direct quotations, avoid the labels "colored people" or "Negroes." By agreement among black leaders today, the most acceptable terms are: black, Afro-American, and African-American.
• POVERTY, CRIME, AND URBAN DECAY	Tenements . . . crowded apartments . . . littered streets . . . rats . . . crime . . . urban decay . . . delinquency . . . misery: these "ghetto" conditions do exist, but they don't exist solely for black people. Nor does a focus on urban problems reflect the fact that all strata of people live in predominantly black urban communities--including wealthy, upper-class blacks--and that blacks also live in suburban and rural areas, not just in cities. While we don't wish to overlook the very real hardships experienced by the urban poor, descriptions of them must depict other than black people exclusively.	Represent blacks in all communities--urban, suburban, and rural, well-to-do, middle-class and poor. When discussing urban problems, include the role of white people.
• "ABSENT OR WEAK FATHERS"	We should frequently show assertive black fathers in black family life. At the same time, a balanced view will show the equally important contribution of black men and women as parents and as breadwinners, reflecting the role changes now occur-	Show black parents in a variety of roles, each contributing significantly to the family. One-parent homes can be depicted, as well as extended families; such homes should not be downgraded because they are different.

	DISCUSSION	GUIDEPOST
	ring in American homes in general.	
"LOW ASPIRATIONS"	Black youngsters all too often are shown as having low aspirations. While their white peers strive to be doctors and lawyers, the black children yearn to be clerks, truckdrivers, babysitters, and mail carriers. Black adults are too frequently shown in stereotyped jobs: waiters, maids, store clerks, mail clerks, bus drivers. These vocations deserve respect and recognition but should not be peopled exclusively by blacks. The fact that blacks still suffer from discrimination in many areas of desirable employment can be brought out where appropriate, but we should also mention the laws that now forbid this discrimination and the efforts of blacks to overcome job bias.	Depict black persons in all professional areas, avoid stereotyped jobs, and report black achievements in a matter-of-fact way. Avoid calling black men "boys."

HISPANIC AMERICANS

The terms "Spanish-speaking Americans" or "Hispanic Americans" may be used generically, but only when absolutely necessary. Far preferable are designations relating to the country of origin:

Mexican American
Spanish American
Puerto Rican American
Dominican American
Cuban American
etc.

The term "Latin American" refers to persons now living in Latin America. It, too, is a generic word; specific designations are far better:

Colombian
Cuban
Panamanian
Peruvian
etc.

"La raza" is a term sometimes used by Mexican Americans to convey affinity with others who share their common language and Spanish-influenced culture. It has nothing to do with race, but includes whites, blacks, and Indians of that culture.

"Chicano"--and the increasingly used feminine form, "Chicana"--refers specifically to the Mexican subculture in the United States and may be used interchangeably with "Mexican American."

STEREOTYPES

	DISCUSSION	GUIDEPOST
"CITY SLUMS, MIGRANT CAMPS"	Many Hispanic people live in the suburbs and in private rural homes. When discussing Hispanic persons in the context of urban problems or migrant employment, we must present the economic and social background of these conditions.	Show Hispanic people in a variety of neighborhoods, on all class levels.
"LANGUAGE BARRIERS AND MALADJUSTMENT"	The ability to speak two languages is an asset and should be treated as such. We must avoid paternalistic stories about shy, withdrawn children unable to speak English and gratefully accepting the help of their white peers. To reflect the bilingual aspect of many cities, show Spanish newspapers, ads, product labels, and other reading materials.	Show most Spanish-origin people as fluent in Spanish and English, or teaching themselves English. Use Spanish words in incidental city scenes. Show white children as curious about Spanish words.

	DISCUSSION	GUIDEPOST
"PASSIVE FATHER OR MACHISMO"	Stereotypically, Hispanic males are depicted as either passive (gentle, non-competitive farmers) or as super-machos (watching cock-fights, bossing "their" women). Generally, such characterizations fail to include the actual mode of life of these people. The positive value of strong family loyalities should be depicted.	Show Hispanic people in a variety of roles, women as well as men working outside the home and in the home. Aim for a balance.
"DELINQUENCY"	A common stereotype, especially regarding Puerto Rican- and Mexican-American children, is the juvenile delinquent or social misfit. Whether or not intentional, this stereotype equates Latin-American descent with criminal tendencies.	Avoid misrepresentation. Stories about Spanish-speaking families should center around problems more common than tangles with the law.
"LOW ASPIRATIONS"	Related to the "misfit" notion is typecasting into menial jobs and limited goals.	Depict Hispanic people in all professions and show the children aspiring to careers in all fields.

JEWISH AMERICANS

Jewish culture varies widely, depending on country of origin and many other factors. Non-Jews often mistakenly view them as far more homogeneous than they actually are. For instance, American Jews vary widely in religious observance and customs (the Jewish religion itself is divided into distinctly different Reform, Conservative, and Orthodox branches).

STEREOTYPES

	DISCUSSION	GUIDEPOST
"THE MOST IMPORTANT JEWISH HOLIDAY IS HANUKKAH"	This belief may be based on the incorrect assumption of Hanukkah's calendar proximity to Christmas --a time when schools try to include all children in holiday festivities. Actually, the most important Jewish holidays are Rosh Hashanah and Yom Kippur (these two holidays occurring in the fall at the beginning and end of a 10-day New Year observance). Other major Jewish holidays include Purim, Sukkoth, Shevuoth, and Passover. During the Christmas season, it should be remembered that Christmas is basically a Christian religious holiday, despite its secular overtones in our culture. Some Jewish people feel uncomfortable about Christmas celebrations--especially with respect to creches and the more religious carols.	Do include descriptions of Jewish holidays, treated respectfully and accurately. Don't assume automatically that all Jewish families do or do not celebrate such holidays religiously; but recognize that Jewish families in America differ widely in devoutness--*as do Christian families.*
"JEWS ARE MERCENARY"	Although medieval laws limited many European Jews to trade, money-lending, and other "mercenary" fields, that stereotype should be avoided today. Students should be made aware that American Jews have made significant contributions in not only the arts, sciences, education, medicine, and law but also farming, sports, and other areas where Jews are seldom depicted in our literature.	If you must include a literary selection that presents the "money-lender" image of Jews, explain the background fully and make it a topic for discussion in student materials. Otherwise, depict Jews in all areas of achievement apart from commercial affairs.

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	DISCUSSION	GUIDEPOST
"ALL JEWS ARE BOOK-WORMS"	Stories featuring Jewish children should not always depict them as studious and non-athletic, wearing glasses and afraid to indulge in the usual rough-and-tumble of other children. Jewish children in America are as multi-dimensional as other children, and should be depicted thus. Remember that not every Jewish child wants to be a doctor or lawyer.	Jewish children must be depicted with a wide variety of habits, personalities, and aspirations--including athletics.
"JEWISH MOTHERS"	This has become a cliche used to describe the woman--Jewish or not--who tends to dominate the home, invest herself completely in her children and the preparation of food, and who views herself as a martyr. Family ties are often strong in Jewish homes, and this can be portrayed in a favorable light where appropriate. Materials might also point out that as more options become open to women outside the home, many mothers of all ethnic backgrounds are attaining self-fulfillment through their own accomplishments instead of depending for status upon husband and children alone.	Avoid degrading stereotypes concerning Jewish family life. Also show some Jewish families as one-parent, or following other patterns prevalent in American society today.

AVOIDING RACIAL AND MINORITY STEREOTYPES IN VISUAL MATERIALS

Because racial differences are essentially visual, illustrations can bring us a long way in overcoming neglect and poor attitudes towards minority groups.

When drawings tend to be stylistic, oversimplified, or exaggerated, care must be taken to avoid inadvertent caricatures or too much sameness. Be careful, too, of color processes that inadvertently misrepresent skin colors. Art created by persons of different ethnic groups should be included.

Illustrations should include all physical types and occasional evidence of physical handicaps, avoiding stereotyped associations with these images. People should be thin, fat, "average," tall, short, etc., some wearing glasses, an occasional hearing aid, crutches, in a wheelchair, using deaf sign language.

AMERICAN INDIANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Long hair, braids, headbands	Traditional Indian hairstyles varied from tribe to tribe. Modern Indians have a variety of hairstyles.
	Sameness of facial features, impassive expressions	Study photos to learn how Indians really look so you can depict them recognizably without relying on "costume" props. Features and expressions vary as in all people.
	Having "red" skin	Show realistic variety of skin tones.
	"How" gesture, warlike stances, comic poses	Art must not reinforce these stereotypes.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
DRESS:	Full headress, feathers, buffalo robes, wearing war paint, carrying bow and arrow; Women wearing squaw (an offensive term) dresses, beads, headbands	Many modern Indians wear modern clothing except for special ceremonial occasions. Traditional clothing and artifacts should be correct for the tribe being illustrated.
ENVIRONMENT:	Living in tepees surrounded by totem poles and pinto horses, with buffalo thundering by	Tribes lived in dwellings that varied considerably. Many did not have totem poles, did not live anywhere near buffalo, and did not own horses. Be accurate.
	Modern Indians living in shacks on reservations, with outdoor water tanks and bleak landscapes	Many Indians live in cities and the suburbs. Show this. Do not play down bad conditions in some reservations when the text calls for it, keeping in mind the Indian point of view.
ACTIVITIES:	Males always hunting or in war parties, or passing the peace pipe	Show what males actually did. Some farmed, fished, hunted, gathered, etc. Each tribe had its own rituals. Do not reflect Western movie images or show Indians as always fierce.
	Females doing nothing but sewing buffalo hides, grinding corn, carrying "papooses"	In some tribes, females had (and still have) much status; they comprised the decision-making body, directed farming, building, political activities. Show this.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
	Modern Indians working only on ranches or in menial jobs	Indians are lawyers, teachers, writers, active in the performing arts, sports, and most other levels of employment. They should be so shown occasionally when you are depicting "typical employees" or representatives of professions.
	American Indians absent from classroom scenes (except on reservations), street scenes, offices, stores, etc., never pictured as a representative voter, consumer, worker, etc.	This should be changed so that recognizable Indians (by dint of accurately portraying Indian features and using photos) are seen in everyday American life. This is especially important in classroom scenes and family portrayals.

ASIAN AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Look-alike "oriental" features, for all ages, for persons from different origins, for individuals within one origin group	Study photos to learn realistic variety of face shapes, features, skin tones, eye shapes, height, body size, age characteristics. The use of single slanted lines to depict Asian eyes is never acceptable Show individual variety.
	Straight black hair and bangs, buck teeth Modern Chinese males wearing pigtails, inscrutable grins, with folded arms or clasped hands--or always wearing glasses, and looking serious and polite; mincing-looking, shy-appearing women.	Avoid these stereotypes. Some Asians, for example, have wavy hair, and hair styles vary. Avoid outdated, inaccurate images; show the full range of human expressions, postures, and gestures.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
DRESS:	Modern Japanese women wearing kimonos and carrying babies on their backs; Chinese women wearing cheong sam (high-collared) dresses; Chinese men dressed like coolies	Even though some Asians--especially older Japanese--do wear traditional attire, show Asians in modern dress, except for special occasions in the given country.
	Modern Asian Americans always wearing dark business suits and glasses.	Except when illustrating the past, or traditional dress worn on certain occasions, show a variety of modern clothing most often.
ENVIRONMENT:	Chinese people living and working only in Chinatowns; in China, only in sampans or rice fields	Depict the color and style of a 'Chinatown" environment when the story calls for it; otherwise show Asian Americans in the usual variety of neighborhoods and settings. We particularly need Asian Americans in classroom situations. Be up-to-date in depicting settings in the original countries.
ACTIVITIES:	Males as peasants, coolies, waiters, laundry owners, math students	Show the considerable variety of professions held by male and female Asian Americans.
	Women as doll-like, infirm, ingratiating to males, "Geisha girl" images	When depicting the "root culture" search the text for ways to show more than the commonly-known roles and rituals.
	No Asian Americans as representative voters, buyers, etc; hardly any in classrooms or as teachers, doctors, nurses, etc.	Picture Asian Americans in examples as part of everyday American life, in classrooms, etc.

BLACK AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Blacks that have white features or all look alike	Artists depicting blacks must represent a variety of facial features and not rely solely on screens to convey racial images.
	Blacks all having the same skin color	Show realistic variety of skin tones, from blue-black, brown, copper to very light.
	Blacks with the same hairstyles and hair textures	Show Afros and some of the interesting sculptured hairstyles; vary texture from straight to curly or kinky hair.
	Drawing styles that exaggerate black features, unless the same is done for whites in the same story	Try to avoid such exaggerations: characters should look natural whether or not the art style is representational.
DRESS:	Black people always wearing loud colors, "be-bop" clothing, straw hats, white suits, lavender shirts, plaids, exaggerated prints--or blacks only wearing standard white, middle-class dress	Show a variety of dress, appropriate to the story line. Most wear the same clothes as other Americans. But sometimes depict the beautifully-patterned African shirts and Muslim headwear that some blacks wear now.
	People in Africa wearing "native" dress all the time; or wearing westernized versions of African "costumes"	Many blacks in Africa wear modern dress, particularly in urban areas. But do not overlook traditional dress when it is appropriate to the text and is accurate for the country you are depicting.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ENVIRONMENT:	Urban blacks in crowded tenements, on littered, chaotic streets; big bright cars; abandoned buildings with broken windows, wash hanging out,	Show urban blacks living in all city neighborhoods, including luxury apartments and suburban houses. When illustrating tenement areas include a realistic mix of the people living in them.
	or	
	All blacks living in innocuous, dull, white picket-fence neighborhoods.	When appropriate to the story, do show the action, excitement of city scenes; show, too, hardship conditions when the text calls for it. The idea is not to typecast blacks into ghetto misery.
ACTIVITIES:	Blacks always off the center of action, in the background, watching, helping out	Blacks must sometimes be featured as the focus of a picture, initiating, performing the action, with persons of other ethnic groups.
	Black persons never used to illustrate the "typical voter," "average shopper," classroom teacher, the friendly grocer, salesperson	Part of the time, persons representing everyday life in America should be black.
	One black face in a crowd of white faces	Group scenes should not portray one minority person, or in other ways make blacks stand out as the exception.
	Black persons used only to illustrate lower-level jobs	Black persons should be represented in all professions, medicine, law, business, education, as well as other areas.

HISPANIC AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Sameness in racial features, skin color, size, hairstyles	Show a realistic variety of physical features and body types; skin color varies from white to very dark; hair can be straight, curly, or kinky.
	Men always having mustaches, using excessive hand gesture, appearing to swagger; women and girls always looking shy, docile	Gestures and attitudes should be appropriate to story line.
DRESS:	Always wearing bright colors; older women always wearing black; girls always wearing dresses Mexican men always wearing ponchos and wide-brimmed hats	Most of the time, show modern dress; avoid sexist implications. Be accurate about dress representing indigenous cultures.
ENVIRONMENT:	Mexican people living in huts, men sleeping under a huge hat	Search manuscript for less stereotyped means of depicting original Mexican and other Spanish-American surroundings. Black and Indian culture, as well as Spanish, exists in South America.
	Hispanic Americans either living in squalid sharecropper shacks or crowded tenements	Be realistic about showing harsh conditions when appropriate to the text, but also show Spanish speaking people in all manner of neighborhoods and environments, including wealthy ones.

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ACTIVITIES:	Mexicans grinding corn, riding donkeys	Depict employment of Hispanic Americans accurately, in America and in "root cultures."
	Working at menial jobs as crop-pickers, delivery "boys," waiters; young people always working on second-hand cars	Represent in all professional areas.

JEWISH AMERICANS

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
PHYSICAL APPEARANCE:	Hooked noses, dark kinky hair, glasses, hunched-over postures	Show a wide range of facial features, hair types, styles, and colors; and a full range of gestures and postures. There really is no Jewish "look;" therefore the text will be the primary indicator that we are talking about Jews.
DRESS:	Always wearing business suits and glasses, carrying a briefcase; "Jewish princess" image (a term not to use), fancy hairstyles, a lot of makeup on the women	Jews of course wear the same variety of clothes that other Americans wear, and this must be shown. Avoid any sexist images. Depict the dress of Hasidic Jews if the story calls for it, making sure it is accurate. But remember that Hasidic Jews are a small minority among Jews--even among the Orthodox.
ENVIRONMENT:	Jewish children always living in urban tenements, or wealthy Jews living in absolute luxury, with nothing in between	If the story talks about an urban tenement area, illustrate it; but most Jews today live in middleclass surroundings, in cities, suburbs

	STEREOTYPED IMAGES	SUGGESTED SUBSTITUTES
ACTIVITIES:	Working as small shop-keepers, doctors, lawyers, jewelers, to the exclusion of other professions	Show range of professions including sports and the arts, sciences, etc.
	Few, if any, Jews illustrated as important figures in history and contemporary events	Select photos that show Jewish figures in American and World history (for example, Einstein, Freud, Disraeli, Kissinger, etc.).

Other Maryland State Department of Education resources which may be helpful: These booklets may be obtained from the School Media Services Office, Division of Library Development and Services.

Guidelines for the Evaluation and Selection of Instructional Materials (1976)

Selection of Materials and Program Development for Various Minority/Ethnic Groups: Workshop Proceedings, June 1974 (1975)

White Like Me: Experiences in Writing for Minority Youth: Workshop Proceedings, December 3-4, 1975 (1975)

"*Guidelines for Creating Positive Racial and Sexual Images in Educational Materials*" was adapted from Guidelines developed by Macmillan Publishing Co., Inc. for use in the Maryland State Department of Education. The Office of Equal Opportunity, Office of Developmental Projects, and Office of Public Information and Publications worked cooperatively to make these adaptations as specific to MSDE needs as possible. After you have had time to use this manual, please complete the following information so that any changes or suggestions can be incorporated into supplemental issues.

1. In what ways were these Guidelines useful to you?

2. If there were issues or situations that you encountered which were not covered by these Guidelines, please indicate what they were.

3. Recommendations:

4. General Comments: